OVERVIEW

The KS3 Music curriculum at The Albion Academy aims to develop pupils' active, cognitive and social learning through a range of topics and approaches. Music lessons expose pupils to a range of instruments and genres to develop their interest, talent and knowledge as musicians. Pupils are provided the opportunity to master their practical skills each year as they develop their technique through highly engaging and active music lessons. Pupils will also learn about how music is inspired through different decades, countries and cultures.

Autumn 1

African Drumming
Develop the following key areas in Music:
- To recognise, perform and create African music with an understanding of musical conventions and processes
- To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities
- Listen to a range of different African music, identifying characteristic features

Assessment:
Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Autumn 2

Tonality and Scales
Developing the following key areas in Music:

- This unit of work builds on prior instrumental skill development, encouraging students to refine and improve individual performances and compositions.
- Students learn and identify major, minor, chromatic and pentatonic scales, binary, ternary and variation form and performance directions.
- Students will develop and enhance their musical appraising skills through listening tasks and activities.

Assessment:
Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Spring 1

Hooks & Riffs
Developing the following key areas in Music:

- Understand how music is based on Repeated Musical Patterns.
- Understand and distinguish between Hooks, Riffs and Ostinatos.
- Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.

Assessment:
Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Spring 2

Theme and Variation
Developing the following key areas in Music:

- To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.
- Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.

Assessment:
Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Summer 1

Reggae Music
Developing the following key areas in Music:
- To recognise the stylistic conventions of Reggae music whilst developing performing skills.
- How chords contribute to the texture of a song
- To recognise the key features of a Reggae bass line
- To understand syncopation and how it is used in Reggae music • To identify the different layers that make up Reggae music

Assessment:
Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Summer 2

Jazz and Blues

Developing the following key areas in Music:
- Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.
- Know, recognise, and perform Chords I, I7, IV, IV7, V & V7in different ways e.g., as a Walking Bass Line. Understand and demonstrate what makes an "effective" Jazz improvisation e.g., using the notes of the Blues Scale.
- Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.

Assessment:
Formal end of term group performance.

Oracy is assessed through the Do not, peer feedback and terminology tests.

Useful resources for supporting your child at home:
- **https://www.bbc.co.uk/bitesize/subjects/zmsvr82**

Homework:
- Not given at KS3
- Independent rehearsals or learning lines may be required at home.